DOCUMENT RESUME

ED 387 140 IR 055 667

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TITLE The Closing of American Library Schools: Problems and Opportunities. Contributions in Librarianship and Information Science, Number 85.
REPORT NO ISBN-0-313-28461-X; ISSN-0084-9243
PUB DATE 95
NOTE 158p.
AVAILABLE FROM Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($49.95).
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Context Effect; Educational History; Educational Trends; *Graduate Study; Higher Education; Information Science Education; *Library Education; *Library Schools; Problems; *School Closing
IDENTIFIERS American Library Association; Historical Background

ABSTRACT

The issues and forces behind the closing of graduate library schools in the United States are examined. In chapter 1, two arguments that help explain the library school closings are outlined: the business-management and classical-scholarship perspectives. The book continues with a survey of historical trends in American higher education in chapter 2. Since library schools are generally associated with universities, the system of higher education is discussed as the external social context of greatest importance to these schools. Societal forces and trends that affect higher education will affect library schools also. It is seen as essential, therefore, to examine basic historical forces and trends in higher education before the development of American library schools can be fully understood. Chapter 3 looks at the historical development of American library education to provide background for the current conditions encountered in library schools. Chapters 4 and 5 look at problem areas in library education that have contributed to the "prevailing educational malaise." Chapters 6, 7, and 8 deal with ways to take advantage of an opportunity to reform and improve library education. Chapter 9 concludes the book with a summary of key points and further observations. Four appendices include: "Academy of Certified Archivists Role Delineation"; "American Library Association's Standards for Accreditation of Master's Programs in Library & Information Studies"; "American Library Association's Accreditation under the 1992 Standards for Accreditation of Master's Programs in Library and Information Studies"; and "Emporia State University Ph.D. Program." (Contains 49 references.) (MAS)

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